

**DEVELOPING LISTENING MATERIAL OF ENGLISH FOR ACADEMIC  
PURPOSES USING CALL INSTRUCTION FOR D1 EQUIVALENT  
ENGLISH PROGRAM IN UNIVERSITY OF  
MUHAMMADIYAH GRESIK**

**THESIS**

In Partial Fulfillment of the Requirement for Master's  
Degree of English Language Education



by:

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**July 2018**

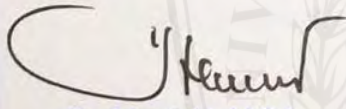
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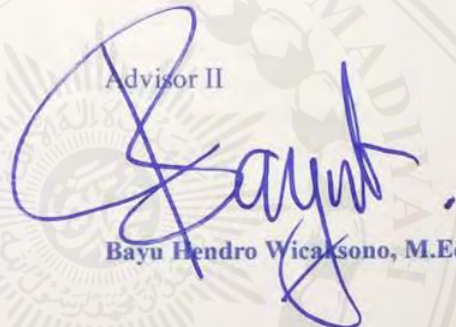
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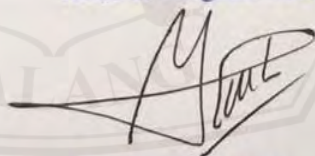
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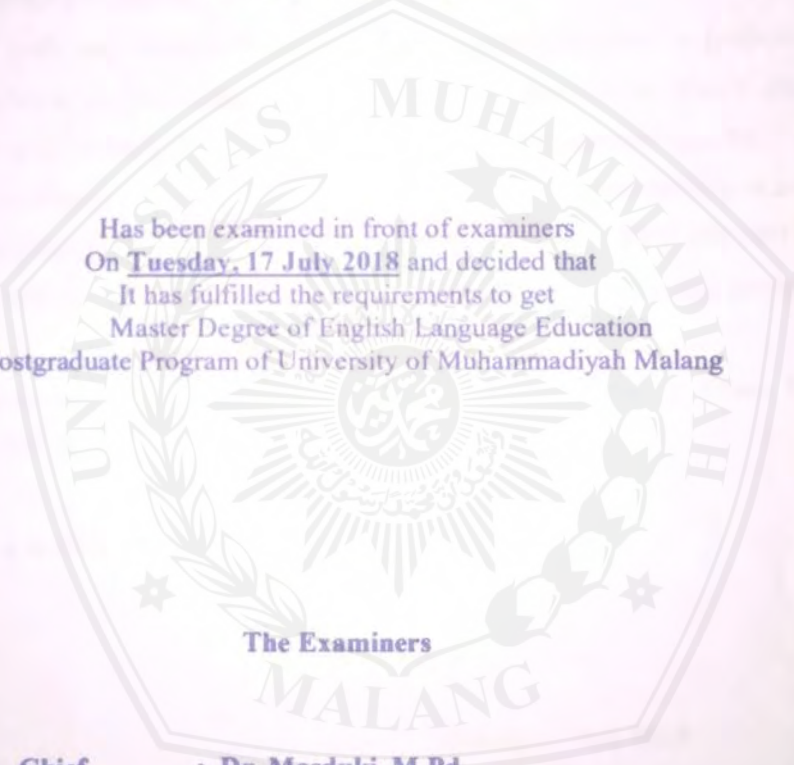


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# THESIS

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Has been examined in front of examiners  
On Tuesday, 17 July 2018 and decided that  
It has fulfilled the requirements to get  
Master Degree of English Language Education  
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## LETTER OF STATEMENT

I, the undersigned :

Name : **DIAN KURNIA OKTAVIANI**  
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Study Program : **Master of English Language Education**

Hereby, declare that :

1. The thesis entitled : **DEVELOPING LISTENING MATERIAL OF ENGLISH FOR ACADEMIC PURPOSES USING CALL INSTRUCTION FOR DI EQUIVALENT ENGLISH PROGRAM IN UNIVERSITY OF MUHAMMADIYAH GRESIK** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 17 July 2018

The Researcher,



**DIAN KURNIA OKTAVIANI**

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Malang, July 2018  
The Researcher

Dian Kurnia Oktaviani

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## ABSTRACT

Oktaviani, D. K. 2018. *Developing Listening Material Of English For Academic Purposes Using CALL Instruction For D1 Equivalent English Program In University Of Muhammadiyah Gresik*. Thesis, Postgraduate of English Education University of Muhammadiyah Malang. Advisors: (I) Dr. Masduki, M.Pd., (II) Bayu Hendro Wicaksono, M.Ed., Ph.D.

**Key Words :** *Listening, CALL, English for Academic Purposes, D1 English Students*

Listening is the ability to accurately receive and interpret messages in the communication process. It identified that students of D1 English program in Language Center of University of Muhammadiyah Gresik (LC of UMG) had certain matters mastering listening skill for English for Academic Purposes such as in recognizing the words or meanings. Technology offers an attractive way of learning. CALL is one of instructions which supports technology. It is an approach to language teaching and learning in which computer is as the aid to the presentation, reinforcement, and also assessment of material learned (Davies: 1991).

The researcher developed the multimedia CD-Rom as teaching aid for lecturers based on the course book used by the institution. After developing the material using CALL instruction, the researcher validated the product to two validators. The researcher should revise in some parts and invited some lecturers to try it out applying in the classroom to the students. The evaluation was mostly about the mismatch on some links which probably put an impact to learning process in the class but they noted that it was good and interesting media. It could be applied easily without assistance because the instructions and link buttons were clear enough. It was also revealed that the media could attract the students' attention and they looked enthusiastic in learning process in the classroom. In conclusion, the developing of CALL teaching media using Longtion Autorun Pro interface in the form CD-Rom has already fulfilled the needs of lecturers especially for D1 English program in teaching listening skill of EAP. For lecturers, it is expected that this study can be a support for their teaching technique to lead the students to communicative activities. It might inspire them to be more creative in using CALL instruction. For further researchers, it might contribute ideas and creativity in creating a more attractive CALL media and this product could be conducted to further study with a different design.

## ABSTRAK

Oktaviani, D. K. 2018. Pengembangan Materi Menyimak pada “English for Academic Purposes” menggunakan instruksi CALL untuk program D1 Bahasa Inggris di Universitas Muhammadiyah Gresik. Tesis, Pasca Sarjana Pendidikan Bahasa Inggris Universitas Muhammadiyah Malang. Pembimbing: (I) Dr. Masduki, M.Pd., (II) Bayu Hendro Wicaksono, M.Ed., Ph.D.

**Key Words :** *Menyimak, CALL, EAP, Mahasiswa D1 Bahasa Inggris*

Menyimak adalah kemampuan secara akurat menerima dan menafsirkan pesan dalam proses komunikasi. Mahasiswa program D1 Bahasa Inggris di lembaga bahasa Universitas Muhammadiyah Gresik (LC UMG) memiliki beberapa masalah dalam penguasaan kemampuan menyimak pada mata kuliah “EAP” misalkan dalam mengenali kata-kata ataupun arti. Teknologi menawarkan cara yang atraktif dalam pembelajaran. CALL merupakan salah satu instruksi yang mendukung teknologi. Ini adalah sebuah pendekatan pada pembelajaran dan pengajaran bahasa yang mana komputer merupakan alat untuk presentasi, penguatan, dan juga penilaian atas materi yang dipelajari (Davies:1991).

Peneliti tertarik untuk mengembangkan multimedia CD-Rom sebagai media pengajaran untuk para dosen berdasarkan buku modul yang digunakan institusi tersebut. Setelah mengembangkan materi menggunakan CALL, peneliti mengesahkan produknya pada 2 pengesah. Peneliti merevisi pada beberapa bagian dan mengajak beberapa pengajar untuk uji coba produk di kelas dengan mahasiswa. Sebagian besar evaluasi, tentang ketidak sesuaian pada beberapa “link” yang dapat mengganggu jalannya proses pembelajaran di kelas namun mereka menilai bahwa ini adalah produk yang bagus dan menarik. Produk ini mudah untuk diaplikasikan tanpa bantuan karena instruksi dan tombol penghubung sudah cukup jelas. Mereka menambahkan bahwa media ini dapat menarik perhatian mahasiswa dan mereka terlihat antusias dalam proses pembelajaran di kelas. Sebagai kesimpulan, pengembangan media pembelajaran berbasis CALL dalam bentuk CD telah memenuhi kebutuhan pengajar khususnya pada program D1 bahasa Inggris dalam pengajaran mendengarkan pada materi “EAP”. Produk ini diharapkan dapat mendukung pengajar untuk mengarahkan mahasiswa pada aktivitas berkomunikasi dan juga memberi inspirasi pada mereka untuk lebih kreatif dalam menggunakan CALL. Untuk para peneliti lainnya, diharapkan hal ini memberikan ide dan kreativitas dalam mengembangkan media CALL yang lebih atraktif dan produk ini dapat diteruskan untuk studi lebih lanjut dengan metode penelitian yang berbeda.



## INTRODUCTION

English has become a compulsory language mastered for developing countries including Indonesian citizen in the global economy. Rokhyati (2013) asserted “mastering English will be a passport for someone to enter global world”. Cormick in Bona (2015), the head of Education First (EF), English Proficiency Index (EPI) stated that Indonesia was on rank 28<sup>th</sup> of 63 countries. In Asia, Indonesia is on the 6<sup>th</sup> of 14 countries. The urgency of mastering English for students of university level or higher education increases since the government of Indonesia deduct the learning hours of English for students of junior and senior levels. This primary curriculum must contribute the impact to the higher education. In Law of the Republic of Indonesia No. 12 year 2012 chapter 1, article 5, point b, states that the goal of higher education is to produce graduates who master science and technology to fulfill the nation needs and to increase the nation competitiveness. Both articles clearly stated how important the role of higher education graduates to the nation. Being competitive for the nation must be equal with the quality of the graduates. One of them is mastering English.

In UMG, D1 English Program are compulsory for all students in the first year from 6 different faculties (Business Economy, Islamic studies, Psychology, Teacher Training and Education, Technical, and Agriculture). It is because the university has realized that being excellent in hard skill would not be enough without the support of soft skills. In 1-year-program, the students would obtain English for Academic Purposes (EAP) on the first semester as the foundation for them to apply English in general in order to get them use to get English for Specific Purposes (ESP) on the second semester in which they would learn English more specific based on their major.

The ability of learners in this university, majority is middle-low. As it can be seen from the percentage of students' score from previous academic year that students in upper level is about 25%, middle level is 50%, lower level is 25%. It is in line with the previous study showed that EFL teaching in Indonesia showed some significant problems, such as low student motivation and low English competence of students (Lengkanawati, 2005). The most weakness skill was in listening. Most of students obtained low scores in practices and tests. Some

opinions from some classes taught by some D1 lecturers that the audio was unclear (the quality of the audio). Then, they mostly did not recognize the words or even know the meaning and were not used to listen to native speakers speaking in English in which this would make them flustered and lack of vocabularies also could be the problem.

Technology offers an attractive way of learning. It is in line with Warsita (2008) who asserted that learning using technology developed as the impact from the demands of education which cannot be solved using conventional ways and the development of science and technology gives new alternative on learning. There are various sources offered to learn especially English, such as audio or video CD, video from youtube, E-learning material, multimedia learning activities which is online-based, etc. On the other hand, Commission on Instruction Technology in Warsita (2008) defined that technology of learning is as a media which appears as a result of communication revolution that can be used as learning necessity besides teacher, text book, whiteboard, etc. It might conclude that those researchers supported the researcher's idea if technology would provide and support learning to be more effective.

CALL is one of instructions which supports technology. It is an approach to language teaching and learning in which computer is as the aid to the presentation, reinforcement, and also assessment of material learned (Davies: 1991). It has been applied since 1960s. Davies (1981) defines CALL is an approach of language teaching and learning second or foreign language which uses computer as a media for presentation, reinforcement and assessment of material to be learned. It is in line with the purpose of researcher in using CALL to offer one of solutions in teaching and learning process.

According to Warschauer (1996), there is one of three phases called Integrative CALL (Multimedia) which is based on multimedia computers and the Internet. It covers text, graphics, sound, animation and video to be accessed on a single inexpensive computer. These resources are all linked and called 'hypermedia', enabling learners to navigate through CD-ROMS and the Internet at their own pace and path, using a variety of media. The researcher was interested in developing the multimedia CD-Rom as teaching aid for lecturers. This study is

intended to develop listening material using CALL instruction in the form of multimedia CD-Rom based on available material of LC - UMG "English for Academic Purposes" which is used by the lecturers and students.

D1 English program in UMG is managed by Language Center (LC). Its bureau has already managed this program for more than 15 years with some modifications and improvements. Over the last 4 years, this program applies in 2 parts: EAP for the 1<sup>st</sup> semester and ESP for the 2<sup>nd</sup> semester. For the material, the team of LC has composed the course book which was adjusted to students' need in UMG. The recent course book is the latest edition (Maulidah, et.al, 2016). From the previous course books and experiences of the researcher and colleagues, the use of books requires other supported media in order to make the teaching and learning process could be more attractive. The lecturers realized that having English class was actually not from their own willing. It is the compulsory course or subject which should be taken by them. The researcher thought that it should vary the learning ways using other media and also combine them all. On the other hand, nowadays it cannot be neglected that people especially teenagers or 20s-year-old learners always close to technology as like computer laptop or smart phone. The researcher tried to take chance for offering technology as another way of learning. As the researcher stated before that more weaknesses of students was mostly from listening skill, this study concerned more to develop the material to that skill.

Due to some significant problems in teaching listening skill for D1 English program, the researcher tried to develop the material of listening on the first semester about English for Academic Purposes using CALL instruction. The researcher developed it from the course book composed by the team of LC – UMG. Perhaps, the developing of listening material using CALL instruction could provide other supporting media in teaching for lecturers, increase the students' motivation in learning and also open the students' mind to think that English would not be a burden for them.

## **REVIEW OF RELATED LITERATURE**

### **The Teaching of D1 English Program at UMG**

Teaching is comprehended as a process of working cooperatively with learners to help them change their understanding. It is making student learning possible. Teaching involves finding out about students' misunderstandings, intervening to change them, and creating a context of learning which encourages students actively to engage with the subject matter.

According to Offner (1997), teaching English more emphasized on methodology and materials. It assumes that if the language is taught in the right way or it is combined with the latest materials and techniques, learning will necessarily take place.

Teaching English to university students differs from teaching elementary or junior high school students. Most university students tend to be considered as adults who have known their goals on what they want to learn and how they are going to achieve that. They do not want to be directed as like a child. According to Parrish (2004), traditional university students are generally defined as recent secondary school graduates between the ages 18 to 24, financially dependent upon their parents, and often living away from home for the first time. It is similar to students in UMG. They are among those ages, but small parts of them are already working for a living, and most of them are originally from Gresik, Lamongan, Tuban, Mojokerto, and surrounding areas.

Teaching of D1 English program at UMG is held on the first year or it can call them as freshman in which most of them are fresh graduate for senior high school between the ages 18 to 19. The students are from 6 different faculties; Business Economy, Islamic studies, Psychology, Teacher Training and Education, Technical and Agriculture. Because of that, the goal of learning English in this university is vary but still, the main goal of learning English more focuses on the ability of communication. In order to master the communication skill, the students also needs to learn all four skills of English; listening, speaking, reading, and writing. Those four skills are taught integratedly on the first semester with the material about EAP. While, on the second semester, the material is about ESP.

Listening as one of receptive skills, plays an important role for students to communicate efficiently (Gorsuch, 2011 in Paulina, 2014). Students could get more inputs in example from songs, audio or video conversation, or news from radio or television. It can also encourage students to analyse and deliver information they listened by productive skill. In this case, it could be for their speaking skill.

### **English for Academic Purposes**

Discussing about EAP and ESP, it needs to explain more about the material used in D1 English program at University of Muhammadiyah Gresik. Jordan (1997) stated that ESP can be broadly divided into two main kinds; English for Occupational/ Vocational/ Professional (EOP/ EVP/ EPP) and EAP. Those two kinds of ESP are for academic and professional situation. While, for teaching of English for no obvious reason is called as English for General Purposes (EGP). A glance, the material taught in the first semester in this university seemed like EGP because the students are taught general English but EGP is commonly implemented at school levels in which the students are made familiar with the structural /grammatical elements of English language to pass the exams (Hutchinson & Waters, 1987). The materials taught on the first semester of D1 English program at UMG, are also about general English but more focus on the academic situation in university and the grammatical elements are taught integratedly with those four skills and the material prepared for the 2<sup>nd</sup> semester, ESP. Those are the reasons this program takes EAP as the material for the 1<sup>st</sup> semester.

According to some researchers (Flow-erdew & Peacock, 2001; Jordan, 1997), EAP is defined as teaching English with the aim of facilitating learners' study or research in that language. The definition is quite simple but it needs to be reminded that EAP is as part of ESP. Studying English for Academic Purposes is to develop the students on new kinds of literacy, equip them with the communication skills to participate in particular academic and cultural context (Hyland & Liz, 2002). In this university, the concept of giving EAP for students in the 1<sup>st</sup> semester is to prepare them to be ready in the 2<sup>nd</sup> semester in which the



material would be ESP. This subject is a pre-requisite subject which the students may not take ESP if they failed on EAP.

EAP has appeared from the field of ESP to fulfil the needs which focuses on academic contexts. Then, the development of EAP is a concern with the English language skills of non-native English speaking academics in some countries such as Singapore, Hongkong, and Indonesia.

### **Listening**

Listening is defined as the ability to accurately receive and interpret messages in the communication process (Brett, 1995). It is in line with Saricoban (1999) who defines listening as the ability to identify and understand what others are saying. Listening is a receptive skill which contributes to productive skill. In this case, it is near to speaking skill. In listening, the learner has to pay attention and comprehend what the speakers say into verbal communication.

In teaching listening skill, the teacher should state the difficulties of students. According to Saricoban (1999), for a student of a foreign language, accurate and intelligent listening is a necessity. It takes harder efforts to teach listening because it involves on several components described by Valette, (1989 in Paulina, 2014). It covers: a) Sound discrimination, b) Auditory memory, and c) Comprehension.

Sound discrimination means the students learn how to distinguish the sounds of the language. Mimicry and memorization, reading aloud, dictation and others are beneficial for auditory memory. For comprehension, the level of students' comprehension would depend on their ability to recognize of what they listened. In addition, intonations which show the emotions or feelings, and also the cultures of the speakers from the audio are needed to consider in learning listening. Listening also teaches students to learn to focus on the content and explain in another way.

The researcher also found the same difficulties in teaching listening as described by Vallette above. Sound discrimination, auditory memory, and comprehension are correlated each other which happened to the students of D1 English program in UMG. Since the lecturers realized that they are non-English students who have no intention, curiosity, and positive feeling to learn English so

that this would be our first job to make students feel fun in learning. Sound discrimination happened in the class when the lecturer played the conversation audio and let them for example fill the gaps. Most of them made mistakes in guessing the gaps. They wrote another word which has similar sound even some other students chose random word which is not an English word.

For auditory memory, the researcher as one of lecturers there, is seldom to do that. It seems like reading aloud and dictation should be done more often. In comprehension, this would be the most difficult part in listening. Many times students complain about the audio quality. They said the audios were not clear, but for higher level students, they could comprehend the audio well and retell what the audio tells about. The same audio was also been tried to other classes and the fact was similarly the same. This would be one of problems should be solved in listening. Brett (1995 in Paulina, 2014) added that listening is a bridge to effective communication. Once the ability of listening is ineffective, messages is easily misunderstood. The researcher tends to more focus on listening as one of two skills as the study because it is expected that this can help the students to improve the mastery of listening to support them in communicating effectively.

## **CALL**

CALL can be defined as an approach to language teaching and learning in which computer is as the aid to the presentation, practice, reinforcement, and also assessment of material learned (Davies:1991). Moreover Soltani stated that CALL is a form of computer – based learning which offers the language teachers and students a number of activities that, when carefully planned as a part of pedagogical room, will help the learner learn a language better. CALL has been developed since 1960's (Warschauer: 1996). The presence of CALL offers alternative ways in teaching and learning language. Teachers can use computer, internet and also the softwares as the facilities in teaching.

Computer has its own attraction to everyone. It offers many ease for people in doing their activities as examples; presentation, graphic design, typing of document, playing games, and other more. The use of computer in EFL teaching has developed rapidly. CALL could be part of classroom activities to help teacher as the supporting media in teaching English without neglecting the

role of the teacher. There are three phases of CALL (Warschauer: 1996), one of phase which the researcher used was Integrative CALL.

### **Integrative CALL**

It was based on multimedia computers and internet. Multimedia allows a variety of media (text, graphics, sound, animation, and video) on a single machine or it might be in the form of CD-ROM. It is also called as *hypermedia*. The multimedia resources are linked together. One of application programs which can be called as *hypermedia* is Longtion Autorun Pro. It is a visual tool to create autoplay interfaces and presentations in the form of CD/ DVDs.

Kanwar (2007) stated that computer-based learning material made is available to an individual or a group either on-line or off-line and involves an integration of two or more digital media such as text, images, sound, video, animation, to promote interesting learning process. Ivers and Baron (2010) also stated similar that multimedia allows to extend the understanding of a topic in certain ways, provides the students an opportunity to explain their ideas to others.

### **Research on Listening material through CALL**

Previous researches have been conducted by some experts both in listening and speaking material through CALL.

In listening, The findings of Smidt and Hegelheimer (2004) on their investigation revealed that the uses of video text and other visual materials like slides in a listening course helped improve students' listening. Evenmore, the students' vocabulary was acquired incidentally. Meanwhile, Pujola's (2002) has investigated the use of Web-based program, *IMPRESSions* could help 22 spanish adult learners at the University of Barcelona, Spain on reading and listening skills. It shows that the Help facilities on that web program provides great value for individual learner differences and for learner independence.

The previous studies indicated that CALL technology has positive effect on students' performance in listening ability (Mohammadi & Fatemeh, 2014). In this study, the researcher would like to develop the multimedia which uses integrative CALL as the approach in order to accomodate the needs of educators or lecturers in teaching through CALL, and at the same time, it is expected could encourage the students' motivation in learning English as a foreign language. In

addition, it would promote one of institution goals to engage the students in learner-centered and communicative English lesson by exhibiting and simulating good examples of practices of multimedia classroom instruction.

### **The Developing of Material**

Kitao (1997) asserted that language instruction has five important components; students, a teacher, materials, teaching method, and evaluation. Materials are as important as other components in which these should be resources for teachers to teach their students. The materials taught may come from any sources such as textbooks, videos, audios, computer softwares, visual aids and many more. In developing materials, the first matter should be considered is on the students' characteristics. As what the researcher illustrated on the previous pages, mostly students of higher education are generally at the age of 18 to 24 (Parrish, 2004). These ages are on the phase of being adults in which they are already understand their passions and how to achieve them. English is not an elective course. It is a compulsory course in which this course is not the passion for mostly students who take D1 English program especially EAP on the odd semester. Therefore, it needs more efforts to achieve the goal of UMG and also government to produce competitive graduates.

### **The Materials Adaptation**

“It made the important point that good teachers are always adapting the materials they are using to the context in which they are using them in order to achieve the optimal congruence between materials, methodology, learners, objectives, the target language and the teacher's personality and teaching style” (Tomlinson, 2012, p. 151).

In teaching English in UMG must need more adaptation of the material since the students are mostly from small cities in order to make them eager in learning English. In addition, Tomlinson and Masuhara (2004) in Arimurti (2007) stated that material adaptation might be done if there is mismatch such as the materials are not designed for cultural diversity of the class, the materials favor analytical learning styles, or the materials offer a lot of communicative activities but a teacher worries she will lose control of the class.

In developing the materials using CALL instruction in the form of CD-Rom, the researcher will do adaptation in certain listening materials which some audio materials are exceedingly hard, unclear or in term of cultural diversity in appropriate for students.

### **The Techniques for Materials Adaptation**

There are several techniques for materials adaptation. Tomlinson and Masuhara (2004) divides the various techniques into three main categories in term of quantity: Plus (+), Minus (-), and Zero (0).

Plus Category			
Techniques	Addition	Examples	Teachers may add different texts and/or activities.
	Expansion		Teacher may expand texts and activities by increasing the length, difficulty, depth, etc.
Minus Category			
Techniques	Deletion	Examples	Teachers may delete some texts and/or activities altogether.
	Subtraction		Teachers may decrease the number of sentences in a text or part of an activity.
	Reduction		Teachers may reduce texts and activities by decreasing the length, difficulty, depth, etc
Zero Category			
Techniques	Modification	Examples	Teachers may take changes to instructions.
	Replacement		Teachers may swap one activity with another.
	Reorganization		Teachers may change the positions of texts and illustrations.
	Resequencing		Teachers may change the sequence of the activities.



	Conversion		Teachers may change the genre of a text (from narrative to poem), or move the content from one medium to another (e.g. from print to a web page).
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(taken from Developing Language Course Material, 2004 in Arimurti, 2007)

In this study, the researcher will use several techniques such as addition, deletion, subtraction, modification, and conversion.

## RESEARCH METHOD

In developing the material, the researcher carried out some steps. There is one of Instructional Development Models called ADDIE Model. It stands for Analysis, Design, Development, Implementation, and Evaluation. The researcher used one of ADDIE models, McGriff's ADDIE Model.

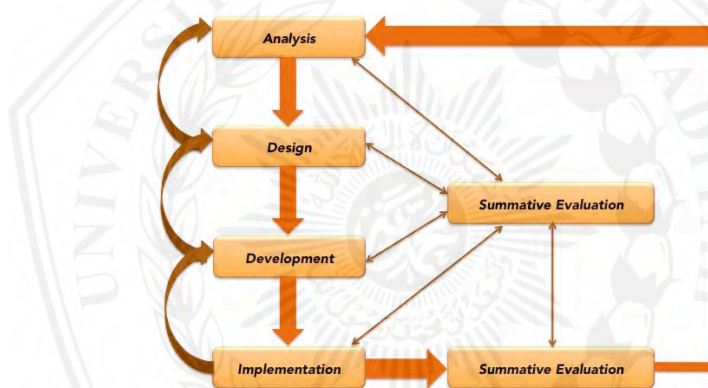


Figure 1 McGriff's ADDIE Model

In order to get the best result with the purpose of the study, a modified ADDIE model was adopted and adapted from McGriff's model. The researcher put the element of validation and final product was in purpose to make her idea could be clearly stated instead of summative evaluation. The detail description of modified model in this study is as below.

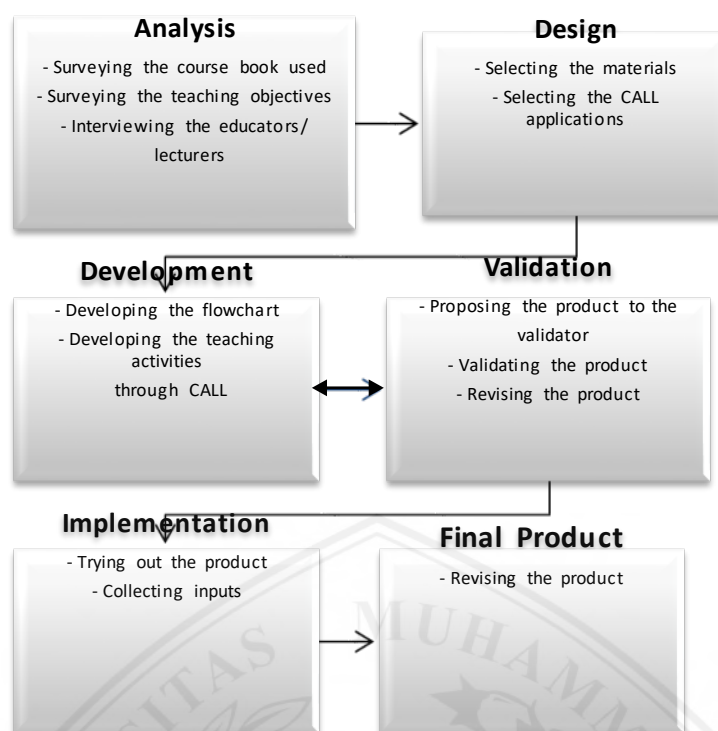


Figure 2 Modified ADDIE Model used

Need analysis was taken from the course book used and lecturers' interview. The course book used in teaching D1 Equivalent English program in UMG on the first semester was composed by LC team. The course book entitled English for Academic Purposes – Student's book. This book has been composed based on the students' need which covers six chapters and all four skills (listening, speaking, reading, writing). The researcher only focused on 1 skill, that is listening as what the researcher discussed in the previous chapter.

Those 6 chapters are in different themes. The course book uses the word "Module" (e.g. Module 1, Module 2, etc.) for each chapter. The first chapter (Module 1) is "Campus Environment". It is about greeting and introduction in campus situation. Module 2 is "Life Style". The topic is about like and dislike, interest or lack of interest and preference (about food, movies, hobbies, and activities). Module 3 is "Culture". For the listening activities are related to regret, apologizing, and forgiveness. Module 4 is "Education". The topic is about offering and accepting an offer. Module 5 is "Health". It is about health problems – giving advice. Module 6 is "Shopping & Prices". It is about asking for prices, and asking for information.

All 6 chapters or modules in listening skill are divided into five different kinds of activities; <sup>1)</sup> building knowledge, <sup>2)</sup> language focus, <sup>3)</sup> vocabulary building, <sup>4)</sup> transfer, and <sup>5)</sup> reinforcement.

Building knowledge is the first phase in which it provides some questions from lecturer to lead or dig up the students' background knowledge on the topic would be taught. Language focus is the second phase which provides clues in the form of very short activities or language expressions to help more for students to comprehend the topic. It still has guidelines for students to the topic. Vocabulary building is the third phase in which the activities or practices tend to focus on increasing the students' vocabularies related to the topic. In this phase, the students begin to do the exercises by themselves in which they have already got the clues from the previous phase. Transfer is the forth phase which the level of the exercises increase. It needs the students' effort to identify the information from the audio and decide the correct information of it. The last phase is reinforcement. In this phase, the students get involve for almost all the activities.

## **RESULT OF DEVELOPMENT**

From the interview to lecturers, they suggested to researcher to use all those 6 modules in developing the material in order to fulfil the needs of this subject. She also followed those 5-phase-activities in each module. She tried to develop almost all the activities with some modifications from the course book into CALL product.

There were four lecturers who participated in having interview. All of them are commonly teaching for listening skill in D1 Equivalent English program of UMG and experienced in teaching using the course book which the researcher developed into CALL product. Subject 1 and 2 have experienced in teaching especially in listening skill for more than 11 years. While, subject 3 has been 8 years and subject 4 has been 3-4 years in teaching listening.

They have known well the common characteristics of students in UMG. Most of them have the same opinion that majority of students have lack of motivation to learn English since their field of study is not English, and vocabularies. Then, from the lecturers side, they had problems on the audio sources which sometimes were unclear. About the students' mastery in listening,

in general they said that their abilities are various. All of classes are heterogeneous. There were less of them very good, partly good or fair and even poor in listening. The reasons might appeared of low listening skill were they were not accustomed to listen an English sound and lack of vocabularies as stated before. The lecturers expected that the media developed could make them easier in teaching listening and interact the students in learning listening.

The next phase was design of the product. The design of media was conducted after the researcher selected the materials, got interviews to some lecturers, and selected the CALL applications were required. In selecting the materials, the researcher has mentioned in previous that all listening materials in 6 modules were developed based on the interview to the lecturers in which those materials are important. Therefore, all of materials are needed to be developed.

From the result of need analysis to D1 English lecturers, the researcher also got some more valuable information to help her in developing the material. Since the researcher asked question about what the lecturers' problems in teaching listening, she found some problems which might conclude that the students have lack of motivation due to their field of study is not English, lack of vocabularies and pronunciations in which it affects their ability to catch the ideas from the audio or video played, and the audio sources were not really clear or there was a hiss, and sometimes the audio used did not really match with the topic. Those problems represented also that the classes were heterogeneous, so every class has various level of listening skill mastery. There were less of them very good, partly good or fair and even poor in listening. It was strongly stated by the lecturers about 40 – 50% of students in every classroom who had low scores in listening skill and the students' difficulties in teaching and learning process.

Lack of motivation has great correlation to the goal of listening mastery. Then, now how the researcher should develop an interesting teaching media which has clear or good quality of audio or video so it could attract them in learning English, increase their vocabularies, and be familiar to the pronunciations from the audio or video, it became more challenging.

The researcher has tried to select and eliminate some exercises which have unclear or bad quality of audio or video and found the new one. She has

considered some application softwares in designing the concept of the material. For developing the exercises, she uses Hot Potatoes 6 and Wondershare QuizCreator. There are some kinds of activities or exercises made from the two application softwares such as filling the gap, crossword, short answer and multiple choice. For the materials, she uses Microsoft PowerPoint and Windows Media Player for video or audio display. The researcher also uses Adobe Audition 1.5 to edit the audio. Then, in order to integrate them into one interface, the researcher uses Longtion Autorun Pro Enterprise. This software provides interesting interface which perhaps could attract the students in learning English especially for listening skill.

From the result of need analysis, the researcher composed the material into multimedia CD-Rom. As mentioned before, the media contained 6 modules which has 5 different phase of activities in each module (Building knowledge, Language Focus, Vocabulary Building, Transfer, and Reinforcement). In development phase, there were some steps. They are composing exercises, creating teaching material, finding & editing the audio or video, providing the instruction, and attaching them to the autorun interface. The process would be clearly explained as follow;

First, composing exercises was the basic thing in developing the product. As mentioned above, she uses Hot Potatoes 6 and Wondershare QuizCreator. Hot Potatoes 6 has five types of activities which are very useful for language learning (see appendix 5 – figure 4.1). The researcher used J-Quiz to create multiple choice and short answer exercises, and J-Cloze to create fill-in-the-blanks exercises.

The researcher also used Wondershare QuizCreator in creating the exercises (see appendix 5 – figure 4.2). She also created fill in the blanks exercises. Hot Potatoes 6 and Wondershare QuizCreator have different appearances which these would not make students feel bored. The files extension of Hot Potatoes 6 exercises are HTML in which could be played on browser (Internet Explorer). Meanwhile, Wondershare QuizCreator file extension is SWF or video flash which could be played on video player such as Windows Media Player or Gom Player.



Second, the researcher creating the material using Microsoft PowerPoint 2007 (see appendix 5 – figure 4.3). Almost all the materials were created using it in order to make it easier to display. User might see the materials commonly on “Building Knowledge” and “Language Focus” phases.

Third, finding the audio or video means the researcher tried to find other sources from “youtube” or other websites. Then, she edited the audio to adjust the quality of the audio and also the talking speed. She used application software called Adobe Audition 1.5 (see appendix 5 – figure 4.4). In certain activity, she also needed to split the audio into some parts in order to be used for the needs of the exercises and media used. For the video, she edited using Ulead Video Studio 11 (see appendix 5 – figure 4.5). She usually edits by adding title and cut some clips which are used.

The last, providing the instruction of each activity used Microsoft PowerPoint and some are attached on the last application software. That is Longtion Autorun Pro Enterprise (see appendix 5 – figure 4.6). It is an application software to create interactive multimedia applications. All media which have been created were attached on this application software.

The next topic, the researcher told about the result of development by explaining from one of chapters as a sample on this discussion. On figure 4.7 (appendix 6), it was called splash screen. It always pop up in the opening of the interface. The function is for welcoming the user to the product. After the splash screen popped up, the interface directly moved to main page on figure 4.8 (appendix 6). This was the display of menu options which are available. There was a short description about the objectives of the product on running text. Then, there were six different link buttons for each chapter and exit.

Figure 4.9 (appendix 6) was the sample of display for sub-page on chapter 6 which was provided the link button to go through the topic. When the user clicked on that button, it would be linked to the figure 4.10 (appendix 6). There were five link buttons available which contains material and practices.

Figure 4.11 (appendix 6) was the sample for the activity on the first link button called building knowledge. In this phase, the activity was a brainstorming to dig up the students’ background knowledge of the topic. It used Microsoft

PowerPoint slide show. Then, on figure 4.12 (appendix 6), this was language focus. This phase provided language expressions, and some simple listening practices. When the user click on link button “conversation video”, then figure 4.13 (appendix 6) was the display sample. It was linked to windows media player. the next phase was vocabulary building shown on figure 4.14 (appendix 6). This phase was mostly practices which related to vocabularies.

Figure 4.15 (appendix 6) was the sample of exercise on vocabulary building. It was created using Hot Potatoes software which was displayed on the browser. Transfer (see figure 4.16) was the next phase. It provided exercises or tests which the level of difficulties were higher than the previous. Figure 4.17 (appendix 6) was the sample of it. It was multiple choice exercise created using Wondershare QuizCreator. The last phase was reinforcement (see appendix 6 - figure 4.18). The students would get involve much more than the previous phases as shown on figure 4.19 (appendix 6). It was slide show. Those were the content samples of each chapter.

After developing the media, the researcher gave it to the validators in the form of CD-Rom with a printed material compilation of Listening from the course book English for Academic Purposes and validation sheets. Validation of this media was conducted on November, 6<sup>th</sup> to 10<sup>th</sup> 2017 by two validators. On the validation sheets, there were four aspects; *Usability, Content, Pedagogy, and Presentation*. First, the aspect of usability evaluated the ease of the product which a teacher or lecturer could run effectively with minimum help, including the mechanism for the lecturer support. Second, the content was to evaluate the correctness and structure of the academic content. Third, the pedagogy evaluated the quality of the approach to learning adopted within the product, including the use of assessment. Finally, the presentation was to evaluate the quality, appropriateness and organization of information and graphics with the material. The result is discussed as below.

From the aspect of usability of the product, there were three parts of checklist; introductory screen, user control, and provision of teacher support. In introductory screen, the validators evaluated that there was no information on how to use the product. For clear laid out objectives to the product, one of validators

stated that it was partly stated. It might be due to the fact she found that there were some of media in this product did not show the objective clearly. This product has already had an outline of how the material is structured, topics in menu format, navigational hints to find your way around the software, and an indication of the level of pre-requisite knowledge required.

In order to improve the weaknesses, the researcher put **How to Use** button in introductory screen or main page (see appendix 7 – figure 4.20). The button linked to word file which contains an explanation how to use the product. In addition, the researcher also needed to put the objectives of the learning completely.

In user control, there are several items that should be validated. They are “when using the package can you: easily move around the different sections; return to the main menu from any part or section; break off, exit, and resume at the break off point; save, copy, and print from within the package, make electronic notes whilst using the application”. Both validators agreed that all items have already been fulfilled in this product.

Meanwhile, in the provision of teacher support, several items have already been provided. They indicated that ‘context sensitive’ help on screen was provided. Then, there were also a comprehensive help menu, a glossary of terms and concepts. For the other item, they were guided to appropriate levels of material based on responses and they got appropriate feedback when worked through the material. The other two items, reference or links to other material or www site and case studies were partly available according to the validators. To overcome the problems, the researcher tried to complete the worked examples provided and put them clearer. Then, the researcher added link button on main page to get through the compilation of references or links to other material and websites.

The second aspect was content and structure. It has six items. They are about the correctness of factual content, the suitability of the information content structured in meaningful factual contexts, the important concepts explained adequately, the appropriateness of the learning strategy to the objectives of the product, the availability of differentiated material according to difficulty, and the

capability of the product be adapted or customized to the needs of users. Both validators have the same opinion that all the items have already been fulfilled.

For the assessment part, there were eight items asked. Both validators agreed that the items of learning outcomes, assessment exercises at the end of each section, feedback on assessment response have already been in the media. While, the validators found that the exercises test were not only factual recall, but also tested the understanding, partly the problem solving and it did not test the synthesis. Indeed, the media on the exercises test were suited with the curriculum material study or “bahan kajian kurikulum” which did not include the synthesis on the EAP material. For the item of program store and track assessment processes, the validators said partly provided in this product. The researcher had put the assessment but only some of the exercises could track the assessment. It is because the major goal of developing this product is to provide more interesting media for lecturer in teaching listening. While, for the assessment was mostly it is for the display of teaching.

The 3<sup>rd</sup> aspect was pedagogy. It asked the presentation of the material in interesting and motivating way; variety of media used to engage students; whether the material stimulate or link to other subjects or topics outside the product; and the complexity of the product. According to both validators, the presentation of the material in this product were already interesting and motivating. The material had already stimulated or linked to other subjects or topics outside the product although it is partly. Then, the product used a variety of media to engage students and it could be proven that it had video, audio, exercises using certain application softwares such as hot potatoes which displayed on internet browser and also wondershare quizcreator which displayed on shockwave player. The other item told that the structure of the material had facilitated overall understanding. Finally, for another one item, one of the validators stated that the product was already extensive and complex enough to allow different learners to find their own specific approach to the topic and the other validator said it partly.

In conclusion, from the aspect of pedagogy, the result of validation has indicated good point. This product could be applied to the class in which the topics provided were suited to course book used for teaching.

The last aspect is related to the quality, appropriateness and organization of information and graphics within the material. Five questions had been presented on the validation sheet. They asked about the screen display, the clarity of the graphics and text, the appropriateness of the screen graphics and the amount of information, and also the clarity of relative importance of information on screen. The validators stated that all of the items were already fulfilled. However the validator commented in order to make it more interesting and make sure to be clear for the buttons. From the suggestion of it, the researcher tried to fix the presentation of the product to make it more interesting.



Figure 4.21 New look of the presentation (revised)

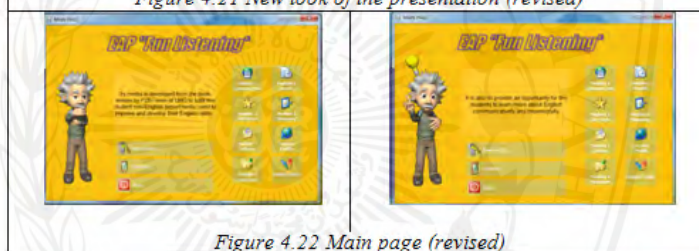


Figure 4.22 Main page (revised)

(see more on appendix 7 – figures 4.21 – 4.23)

After having the result of validation and revising the product, the researcher tried out the media through the lecturers as the first user who applied using this product. The function of try out the product is to know whether the product could promote the ease for lecturers in applying CALL media to students or not. There were four lecturers trying out the product. The researcher only had two chances to observe the application in the class since the problems toward the teaching schedule of other lecturers. She observed one of lecturers who taught in Management (A) and Management (C) classes.

Before the lecturer applied it in her class, she tried to run it on her laptop. She stated that she could easily access the media. Then, throughout the observation in her classes, the researcher noticed that the students were attracted to the media from the opening of the class. The character of Management (A)



students were typically always noisy with almost 40 students. They were instructed by the lecturer to watch the conversation video and take notes about some language expressions on it (see appendix 8 - figure 4.24). They were usually little bit difficult to control. Surprisingly, throughout the class for almost 100 minutes, they were really undercontrolled and seemed enjoying the time in the class doing the practices displayed on the screen (see appendix 8 - figures 4.25 and 4.26). Even, some of them wanted to get in turns to try the product by typing their answers on the lecturer's laptop (see appendix 8 - figure 4.27) and their answers were shown on the screen (see figure 4.28).



(See more on appendix 8)

The lecturer clicked on the “check” button to check the students’ answers. When the answer was incorrect, the text was still exist (see appendix 8 - figure 4.29). This made the curious about the correct answer until they tried to find the correct one. This would be helpful for teacher to discuss and give response on the answers.

This also happened to Management (C) Class which has smaller number of students. The classes ran well. They were fully focus on the lecturer’s explanation from the slide show (see appendix 8 - figures 4.30 and 4.31) It was only one suggestion from the lecturer and students. There was a display in one of practices played with time limit that was too short for a whole questions. This would be difficult for the lecturer and also for students to catch up the time limit. In order to solve that technical problem, the researcher fixed the media by

arranging the setting properties and uncheck the time limit so the lecturer would be comfortable to apply the practice.

For other lecturers, they also tried the media. There were several items of evaluation checklist for the try out. Those are instructional content, instructional activities, performance assessment, performance feedback, navigation, content presentation, installation, and registration.

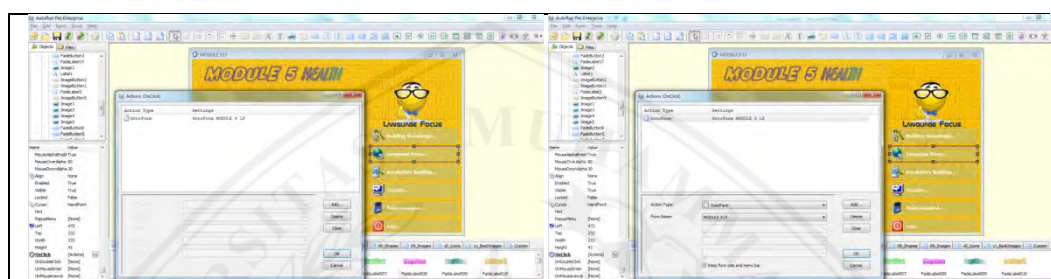
For instructional content, there were 9 points to be evaluated. All of lecturers had the same idea that the topics of content is relevant; the content is accurate, adequate, and interesting; the sequencing of content is presented in a logical manner; there are clear indication of completed topics; the language content, the graphics, and the activities are appropriate. It means for the first item, this media has already been appropriate to use.

For instructional activities, there were 5 points. In this item, all of them were also put the same answers for the checklist. They agreed that the learners is required to interact with the content, the product included the varied instructional methods for presentation, the activities were relevant, the instruction was engaging, and the instructional media directly supported learning activities. The students really engaged to the media eventhough not all of them could try using the media closely.

For the item of performance assessment, the three points mentioned in checklist were also checked the same thing. They agreed that the assessment are logical, relevant, and varied. The researcher already put some varied practices or tests as seen on the pictures above such as multiple choice, fill in the blanks, checklist. The item of performance feedback, those four points indicated that the feedback is timely and meaningful. The positive reinforcement was provided for correct responses and remediation was also provided for incorrect responses.

For navigation, there were five points evaluated. They were tutorial or help available to explain navigation features; includes all required features (start, exit, forward, backward, pause, return to main menu); features are clearly labeled, located in consistent place; and features operate consistently. Two points of them got warning from the lecturer. One of them did not indicate the required features. She hoped that she could find link button for forward or backward. In contrary,

the researcher did not intend to provide those buttons because she was worry that those would make a confusion. Besides that, this product is specifically created to provide media for lecturers in teaching listening in which they sometimes only select material or practices needed. That was the reason why the researcher decided to provide the specific buttons to make it easier to access. Then, the other point was evaluated that the features operated inconsistently. One of them added in suggestion column that they indicated that there was a link button on Module 5 “Language Focus” missed the link. That link button connected to “Language Focus” on Module 6. The researcher directly checked and fixed the “action link”



*Appendix 8 - Figure 4.32 The mismatch link*

*Appendix 8 - Figure 4.33 The fixed link*

The next item was content presentation. It has six points of evaluation. All of them agreed with five points of them that media (graphics or videos) are clear; uses only readable fonts; no complex backgrounds obscure text; multimedia presentation of content is used; and the media are easy to use. One left point about sensory conflicts (e.g. audio and text present the same information) was evaluated by the lecturer. She indicated that was a mismatch between the audio and questions on Module 6 “Transfer – Practice B”. The researcher directly checked and fixed the trouble.

Installation was the seventh item evaluated. There were two or three points available. They were in the same idea that the course does not require installation or lecturer can install the course without assistant in which indeed, the media does not need to install. For the point of technical support, the researcher conceded that there was no technical support available. It was because this product was only for internal used which was still no need to contact other assistance for services. The researcher’s contact would be enough in this case.

The last item which should be evaluated was registration. There was only one point stated. They agreed that the registration was simple and straight forward. The researcher did not attach any kind of registration form to access the product in order to make it easier for lecturers in using.

Finally, in the column of suggestion and evaluation, some of lecturers suggested to complete the instruction of the practice in “vocab building – practice A” in order to make it clear information for lecturer and also students. The researcher has fixed the suggestion. Overall, they appreciated for the existence of this media. They commented that this teaching media has already been good and this was an interesting media which can be applied easily without assistance. That was because the instructions, audios and videos were clear enough with the buttons worked well.

The final product was the result from combination of the validators and try out evaluators. Some recommendations have been compiled from the explanation above. On the validators side, the information on how to use the product was essential to be available. The existence of guidance “How to Use” can avoid the misleading in using the product. Another thing which has been noticed by the validators was about the lack of additional references or links to other material and websites. The researcher has completed the product with the reference which can be accessed on the link button “Helpful Links” (see appendix 8 - figure 4.20).

Meanwhile, from the try out evaluators, the evaluation was mostly about the mismatch on some links which probably put an impact to learning process in the class. The technical problem must waste much time in teaching and learning process. In this matter, the researcher has already fixed them (see appendix 8 - figure 4.32 and 4.33).

## **CONCLUSION AND SUGGESTIONS**

Over the discussions above, the researcher finally found some strengths and weaknesses of the product developed. One of the strengths of the product was it has designated an interesting interfaces with some variations of listening activities completed by video, audio, and practices using some application softwares. It put impacts to the students who were attracted their attention to the media and learning process.

Then, this media was also very helpful for lecturers. It has been complete enough as the teaching media which has material and practices or exercises provided. It could be run easily without assistance because it has clear instructions and link buttons and does not need to install. Then, for the weakness, the product was only used for classroom activities, not for e-learning. So that, the lecturer would feel a little bit difficult to implement it outside the class. In addition, there were only few of students who could have contact with or experience the media in the classroom. In conclusion, the developing CALL teaching media using Longtong Autorun Pro interface in the form CD-Rom has already fulfilled the needs of lecturers especially for D1 English program in teaching listening skill of EAP.

The final project of developing CALL still needs a lot of improvement. From this study, the researcher found some things which might she suggested to be done on further study. In order to make the product be more authentic, this media could be developed by optimizing the lecturers' skills for example creating video conversation which was the lecturers could be as the speakers and also the pictures could be authentic from the real situation taken for the further study.

Then, the media was developed especially for lecturers to equip them in teaching. It would be better if other researchers develop it for students used so this also could promote an autonomous learning. In developing material, the researcher has tried to use some other kinds of application softwares to make it more interesting. The researcher really hopes that other researchers could find other new application softwares which could be more attractive and offer better performance. Further development of the media could be in different skills to complete the CALL media by the course book used. This developmental study is possibly taken into experimental study in order to find the effect of implementing this media.

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## APPENDICES

### Appendix 1. Semi-Structured Interviews for lecturers

1. Could you tell me how long you have been teaching D1 Equivalent English Program in University of Muhammadiyah Gresik?
2. How long have you been teaching for listening skill?
3. Please, could you explain to me about your opinion of the material in the course book especially for listening skill? Does the material already meet with the students' need?
4. What problems do you usually find in teaching listening?
5. How is the students' mastery in listening skill?
6. If the students' ability in listening is low, what is your opinion about the reason of the students' lackness in mastering listening skill?
7. Would you like to tell me your expectation for teaching media would be developed?



## Appendix 2. Product Validation

Kepada Yth.

-----  
Di Tempat

Dengan hormat,

Bersama surat ini, saya sertakan Versi Ujicoba (Beta version) dari Multimedia Interactive CD-ROM EAP “Fun” 2016 sebagai media pendukung pengajaran khususnya pada kemampuan *listening* (mendengar) bagi dosen D1 Bahasa Inggris Universitas Muhammadiyah Gresik (UMG) yang merupakan produk penelitian saya dengan maksud agar Ibu berkenan memberikan evaluasi untuk memvalidasi media tersebut.

Berkenaan dengan hal tersebut, saya mohon agar Ibu berkenan memberi tanda (√) pada kolom *yes*, *partly*, *no* yang telah tersedia, serta memberikan saran pada tempat yang telah tersedia.

Atas perhatian dan bantuan yang Ibu berikan, saya ucapkan terima kasih.

Peneliti,

Dian Kurnia Oktaviani

## EVALUATING PRODUCT CHECKLIST

The checklist is based around the four different aspects of:

**USABILITY** or the ease with which a teacher or lecturer could work through the package effectively with minimum help, including the mechanism for teacher support.

**CONTENT** or the correctness and structure of the academic content.

**PEDAGOGY** or the quality of the approach to learning adopted within the package, including, for example, the use of assessment.

**PRESENTATION** or the quality, appropriateness and organization of information and graphics within the material.

<b>Usability 1 – Introductory Screens</b>			
Are you presented with:	<b>Yes</b>	<b>Partly</b>	<b>No</b>
Information as to how you might use the package			
Clearly laid out objectives to the package			
An outline of how the material is structured			
Topics in menu format			
Navigational hints to find your way around the software			
Easy to identify icons that aid navigation around the software			
An indication of the level of pre-requisite knowledge required			

<b>Usability 2 – User Control</b>			
When using the package can you:	<b>Yes</b>	<b>Partly</b>	<b>No</b>
Easily move around the different sections			
Return to the main menu from any part or section			
Break off, exit and resume at the break off point			
Save, copy, and print from within the package			

Make electronic notes whilst using the application			
--	--	--	--

<b>Provision of Teacher Support</b>			
	<b>Yes</b>	<b>Partly</b>	<b>No</b>
Is on screen or 'context sensitive' help provided			
Is there a comprehensive Help menu?			
Is there a glossary of terms and concepts?			
Is there reference or links to other material and WWW sites?			
Are worked examples or case studies provided?			
Are you guided to appropriate levels of material based on your responses?			
As you work through the material do you get appropriate feedback?			
<b>Content and Structure</b>			
	<b>Yes</b>	<b>Partly</b>	<b>No</b>
Is the factual content of the package correct?			
Is the information content suitably structured in meaningful factual contexts			
Are important concepts explained adequately?			
Is the learning strategy appropriate to the objectives of the package?			
Does the package provide differentiated material according to difficulty?			
Can the package be adapted or customized to the needs of users?			

<b>Assessment</b>			
	<b>Yes</b>	<b>Partly</b>	<b>No</b>
Are there stated learning outcomes of the package assessed?			
Are there assessment exercises at the end of each			

section?			
Do these exercises test more than factual recall?			
If so, what do they test:			
Understanding			
Problem solving			
Synthesis			
Other			
Do they help you in attaining the objectives of the package?			
Does the program provide feedback on your assessment responses?			
If it does, is the feedback useful and constructive?			
Does the program store and track assessment processes?			

<b>Pedagogy</b>			
	<b>Yes</b>	<b>Partly</b>	<b>No</b>
Is the material presented in an interesting and motivating way?			
Does the material stimulate or link to other subjects or topics outside of the package?			
Does the package use a variety of media to engage the students?			
Does the structure of the material facilitate overall understanding?			
Is the package extensive and complex enough to allow different learners to find their own specific approach to the topic?			

<b>Presentation</b>			
	<b>Yes</b>	<b>Partly</b>	<b>No</b>
Are the screen displays easy to understand?			

Are the graphics and text clear?			
Are the on screen graphics appropriate and adequate?			
Is it possible to differentiate between the relative importance of information on the screen?			
Is the amount of information presented on screen appropriate?			

## In Summary

Having reviewed the package, rate the overall quality of the material on the basis of your answers to the questions in the above sections:

### Usability

Poor Excellent

1      2      3      4      5      6      7      8      9      10

### Content

Poor Excellent

1      2      3      4      5      6      7      8      9      10

### Pedagogy

Poor Excellent

1      2      3      4      5      6      7      8      9      10

### Presentation

Poor Excellent

1      2      3      4      5      6      7      8      9      10

### Suggestion:

.....

.....

.....

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.....

## THE IDENTITY OF THE EVALUATOR

Name : .....

Education : .....

.....  
.....  
.....  
.....

Signature,

(.....)

*Thank you for your time and effort in completing this product checklist*

\*Adapted from : Developing Multimedia CD-Rom to Elevate the Mastery of Student's Vocabulary in Senior High School, 2005

### Appendix 3. Checklist of Try Out

Kepada Yth.

-----  
Di Tempat

Dengan hormat,

Sehubungan dengan tesis saya mengenai pengembangan media pengajaran “English for Academic Purposes” untuk kecakapan mendengarkan dan berbicara, saya sertakan Beta Version produk tersebut dengan maksud agar anda berkenan memberikan evaluasi pada media tersebut.

Berkenaan dengan hal tersebut, saya mohon agar anda berkenan memberi tanda (√) pada kolom *Doesn't meet*, *Meet*, *Exceed* yang telah tersedia, serta memberikan saran pada tempat yang telah tersedia.

Atas perhatian dan bantuan yang anda berikan, saya ucapkan terima kasih.

Peneliti,

Dian Kurnia Oktaviani

### Instructional Quality Evaluation Checklist for Product

No.	Evaluation	Evaluation Criteria		
		Doesn't Meet	Meet	Exceed
<b>1.</b>	<b>Instructional Content</b>			
	The topics of content is relevant			
	The content is accurate			
	The sequencing of content is presented in a logical manner (e.g., builds on pre-requisites, shows interrelationships)			
	The content is adequate			
	The content is interesting			
	There are clear indication of completed topics			
	The language content is appropriate			
	The graphics are appropriate			
	The activities are appropriate			
<b>2.</b>	<b>Instructional Activities</b>			
	The learner is required to interact with content (e.g., use content in some activity)			
	Includes varied instructional methods for presentation (recalling, games, etc.)			
	Activities are relevant			
	Instruction is engaging (e.g., uses sound, graphics, etc.)			
	Instructional media directly support learning activities			
<b>3.</b>	<b>Performance Assessment</b>			
	Assessments are logical			



	Assessments are relevant			
	Assessments are varied (e.g., multiple choice quizzes, etc.)			
<b>4.</b>	<b>Performance Feedback</b>			
	Feedback is timely (e.g., provided immediately or soon after assessment)			
	Feedback is meaningful			
	Positive reinforcement is provided for correct responses			
	Remediation is provided for incorrect responses			
<b>5.</b>	<b>Navigation</b>			
	Tutorial and/ or help available to explain navigation features			
	Includes all required features (start, exit, forward, backward, pause, return to main menu)			
	Features are clearly labeled			
	Features are located in consistent place			
	Features operate consistently			
<b>6.</b>	<b>Content Presentation</b>			
	There are no sensory conflicts (e.g., audio & text present the same information)			
	Media (e.g., graphics/ videos) are clear/ sharp			
	Uses only readable fonts			
	No complex backgrounds obscure text			
	Multi-media presentation of content is used			
	Media are easy to use			

<b>7.</b>	<b>Installation</b>			
	Course does not require installation or lecturer can install the course without assistance			
	Course installs in timely manner			
	Technical support is available			
<b>8.</b>	<b>Registration</b>			
	Registration is simple & straight forward			

### SUGGESTION

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### THE IDENTITY OF THE EVALUATOR

Name : .....

Evaluation : .....

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.....

.....

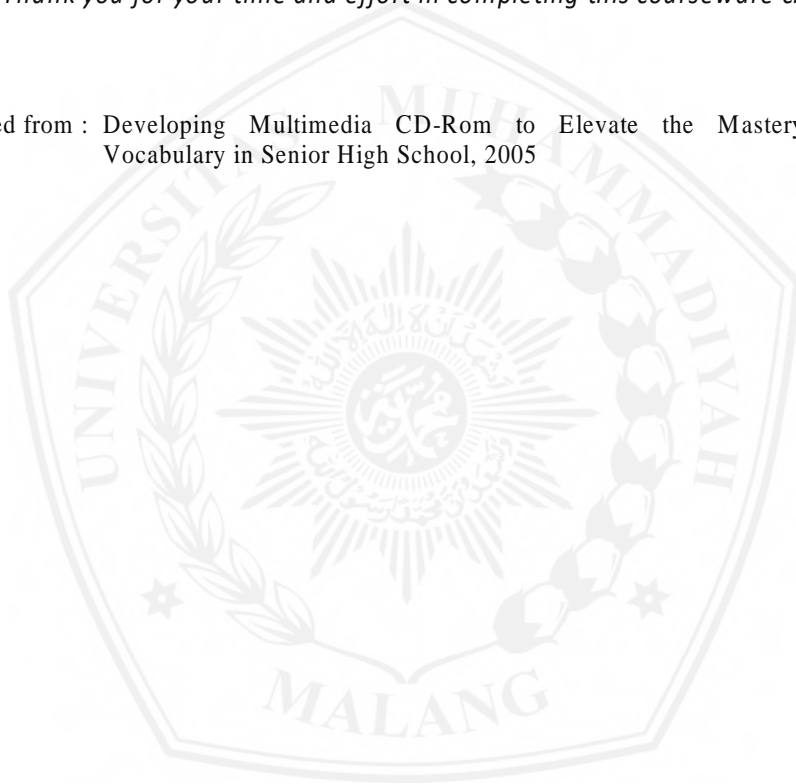
.....

Signature,


(.....)

*Thank you for your time and effort in completing this courseware checklist*

\*Adapted from : Developing Multimedia CD-Rom to Elevate the Mastery of Student's Vocabulary in Senior High School, 2005



Appendix 4. "Rencana Pembelajaran Semester"  
Appendix 4. "Rencana Pembelajaran Semester"

		<b>RENCANA PEMBELAJARAN SEMESTER</b> <b>UNIVERSITAS MUHAMMADIYAH GRESIK</b> <b>FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN</b> <b>PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS</b>
<b>MATA KULIAH/KODE</b>		English 1
<b>SEMESTER/SKS</b>		
<b>CAPAIAN PEMBELAJARAN KHUSUS</b>		1 (Learning Outcome 1)
<b>DOSEN PENGAMPU</b>		
<b>Capaian Pembelajaran</b>	<b>LC</b>	<ul style="list-style-type: none"> <li>- Socializing, involving, greeting people when meeting people, when introducing and when being introduced, when taking leave.</li> <li>- Using all structures simply such as the student communicative events in the class, family, friends and daily activities, narrating experiences and describing the campus environments</li> </ul>
	<b>Mata Kuliah</b>	<p>This course prepares students with ability in Basic English especially on socializing to meet people with some communicative events such as class, family, and campus environment. Upon completion of the course, students are able to identify and use language expressions on listening simple phrases, skimming and scanning simple information of any reading texts, producing connected speech, interact using simple expressions, handwriting and spelling to form simple sentences. They are also geared to engage in learner-centered and communicative English lesson by exhibiting and simulating good examples of practices of multi-methods and multi-media classroom instruction or the so-called Computer Assisted Language Learning (C.A.L.L) in classroom teaching.</p>
	<b>Diskripsi Mata Kuliah</b>	
	<b>Bahan Kajian</b>	<ul style="list-style-type: none"> <li>- Students are able master integrated skills of English particularly on listening simple phrases, skimming and scanning simple</li> </ul>

		information of any reading texts, producing connected speech, interacting by using simple expressions, handwriting and spelling to form simple sentences.				
		<b>PokokBahasan</b>				
		The materials of the subject cover the Personal identification and Simultaneous actions (daily activities, pets, etc), description of things and the school environments, (identification, description and location of people, and objects in the classroom, description and, location of the building).				
Referensi		<b>Utama :</b>				
		• .....				
		<b>Pendukung :</b>				
		• .....				
Media Pembelajaran		<b>Software :</b>		<b>Hardware :</b>		
		-		-		
Bentuk Assessment		Quizzes, group assignments, individual performance				
Matakuliah PraSyarat		-				
Mg Ke-	CapaianPembelajaranKhusus	Materi Pembelajaran	Metode / Strategi Pembelajaran	Assessment		
				Indikator Pencapaian Pembelajaran	Bentuk	Bobot (%)
1-4	listening simple phrases, sentences and interacting connected speech and simple sentences for simple communication	Personal identification	Lecturing, individual practices, pair up practices, role play	<ul style="list-style-type: none"><li>- Identify the simple phrases from listening,</li><li>- Interact with friends using simple expressions</li></ul>	- <b>Small group</b>	20%

5-6	Skimming and scanning simple information of any reading texts	Simultaneous actions (daily activities, pets, etc)	Lecturing, individual practices, pair up practices, role play	- Skim and scansimple text appropriately,	- <b>Small group</b>	20%
7-8	Interacting by using simple expressions	Description of people around campus, (identification, description of people in the campus).	Lecturing, individual practices, pair up practices, role play	- Interact with friends using daily expressions	- <b>Small group</b>	30%
9-10	Interacting by using simple expressions and handwriting and spelling to form simple sentences	Description of people around campus, (identification, description of people in the campus).	Lecturing, individual practices, pair up practices, role play	- Communicate easily those simple expressions orally or in written	- Individual	30%

Gresik,.....

Ka. LC

Dosen Pengampu

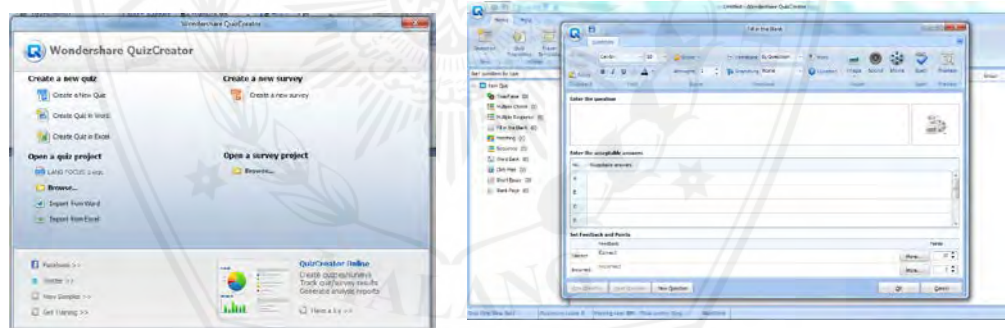
(.....)

(.....)

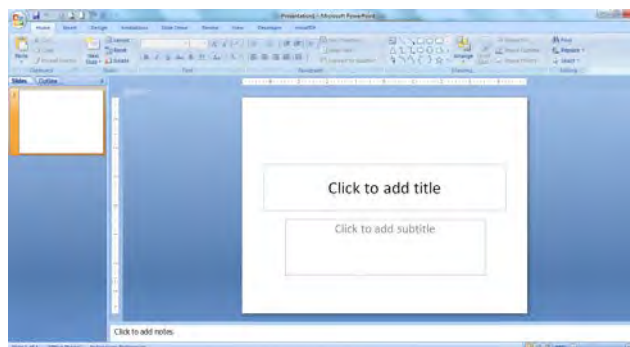
1. Figure 4.1 The interface of Hot Potatoes 6



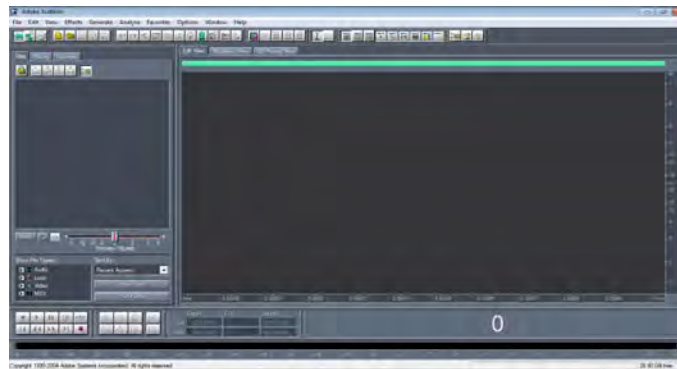
2. Figure 4.2 The interface of Wondershare QuizCreator



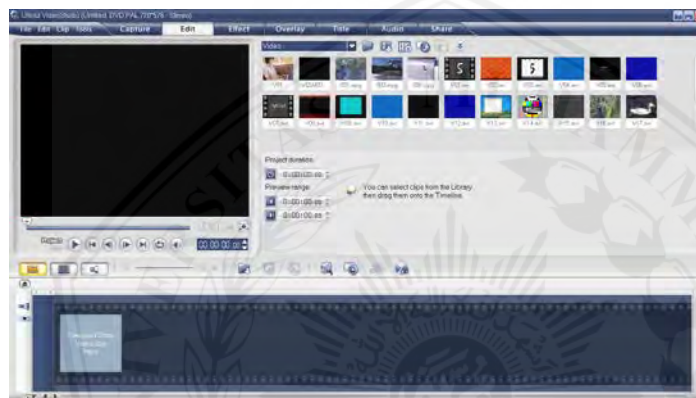
3. *Figure 4.3 The interface of Microsoft PowerPoint 2007*



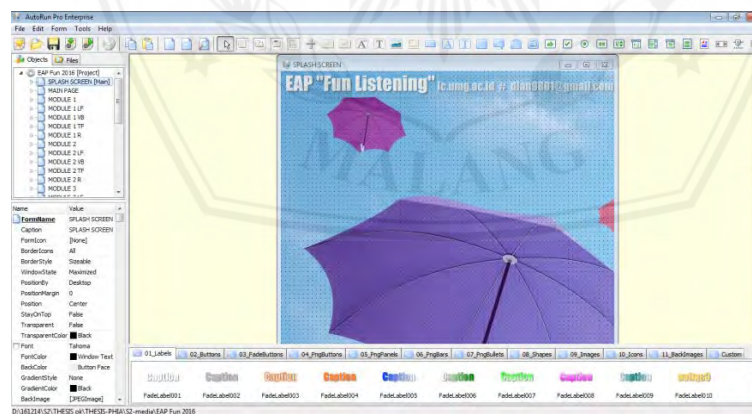
4. Figure 4.4 The interface of Adobe Audition 1.5



5. Figure 4.5 The interface of Ulead Video Studio 11



6. Figure 4.6 The interface of Longtion Autorun Pro Enterprise





## Appendix 6. Screenshots of The Result of Material Development (1)

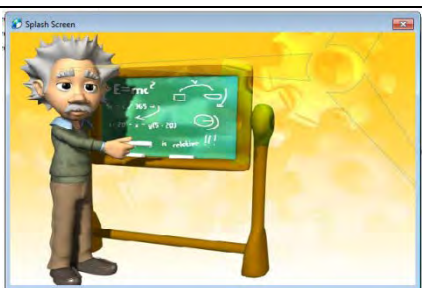


Figure 4.7

*Splash Screen (Pop-up in opening)*

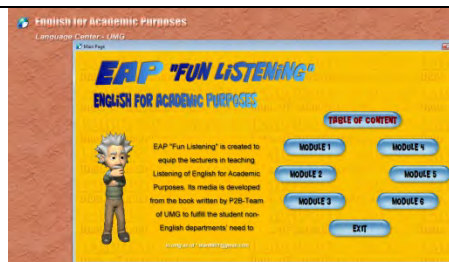


Figure 4.8 Main Page



Figure 4.9 Sub Page – Module 6



Figure 4.10

*5 link buttons provided in each module*

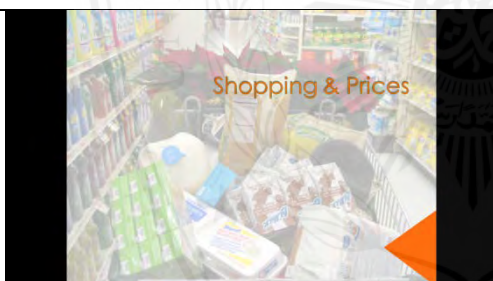


Figure 4.11 Building knowledge

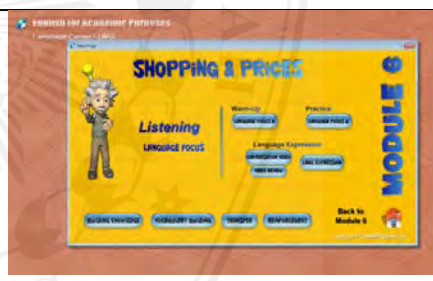


Figure 4.12 Language Focus

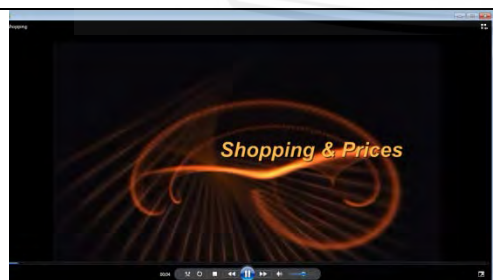


Figure 4.13 Video edited



Figure 4.14 Vocab Building

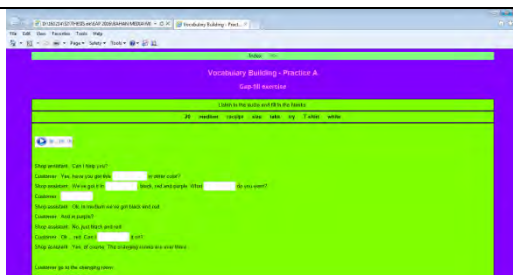


Figure 4.15

*Exercises using Hot Potatoes (J-Cloze)*



Figure 4.16 Transfer

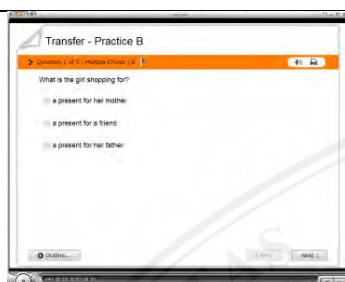


Figure 4.17 Exercise using Wondershare QuizCreator (Multiple Choice)



Figure 4.18 Reinforcement

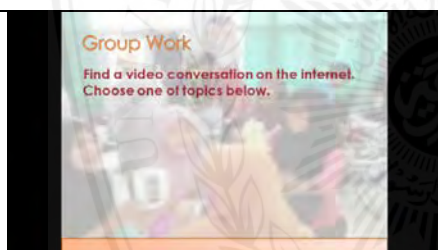


Figure 4.19

*Instruction using Ms. PowerPoint*

## Appendix 7. Screenshots of The Development of Validation (2)

1. Figure 4.20 The interface of Introductory Screen / Main Page



2. The Presentation of the Product



Figure 4.21 New look of the presentation (revised)



Figure 4.22 Main page (revised)



Figure 4.23 Sample of Sub-page for the topic (revised)



## Appendix 8. The Images of Try Out

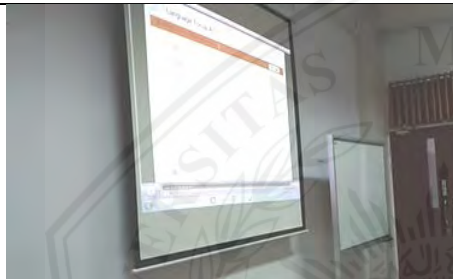
### 1. Situation of Teaching and Learning Process



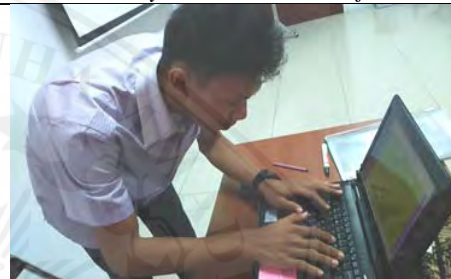
*Figure 4.24  
Video played from the product*



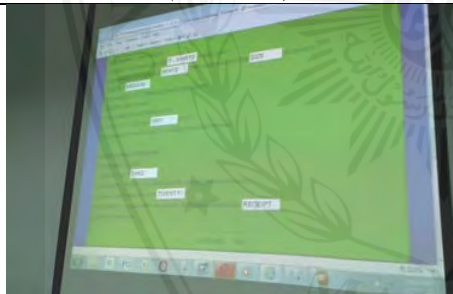
*Figure 4.25  
Students of Management (A) watched the video seriously and noted the information*



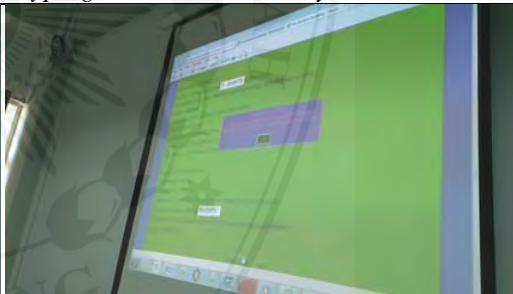
*Figure 4.26 One of practices (checklist)*



*Figure 4.27 One of students experienced in typing the answer directly on the media*



*Figure 4.28 Another kind of practices or tests using Hot Potatoes (fill in the gap). Some students typed their answers on the laptop*



*Figure 4.29  
Checking on the students' answers which has the response and it still can be filled in for the next attempts*



*Figure 4.30 One of lecturers interacted with students about the language expression of the topic*



*Figure 4.31 Students of Management (C) were focusing on the lecturer's explanation*

## 2. Navigation

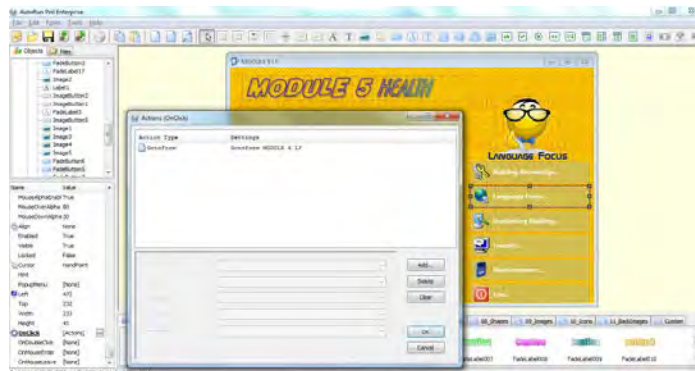


Figure 4.32 The mismatch link

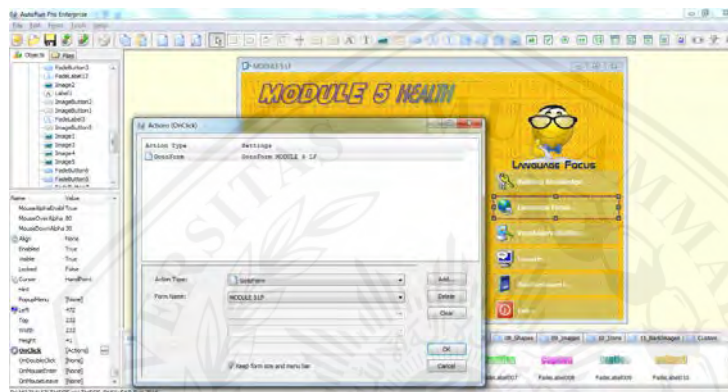


Figure 4.33 The fixed link

## 3. How to Use

**How to Use – EAP “Fun Listening”**

It is a media developed from the course book written by P2B UMG Team to fulfill the students non-English Departments’ need to improve and develop their English skills. This product is quite easy and simple to run. The brief information on how to use the product would be as follow,

1. There is no registration form and security form used in this product. So, the user could be easily access the product. Below is the 1st interface of the product. You could see the objectives of the media on the running text. There are several link buttons provided which completed by the identity (module and topic) of the button. Below the running text, there are 3 link buttons (how to use, contact, and exit).

Figure 4.34 How to Use document





# ENGLISH FOR ACADEMIC PURPOSES

STUDENT'S BOOK

2016

P2B-UMG Team

University of Muhammadiyah Gresik

# MODULE 1

## Campus Environment

🔊 Listening: greeting and introduction





## Personal Identification

### Building Knowledge

1. How do you greet someone at the first time?
2. After greeting, what do you usually talk about?
3. When you are at the 1<sup>st</sup> time meeting someone, how do you introduce yourself?
4. How do you differentiate of using greeting and introduction in formal and informal situation?



## LISTENING

### Language focus

#### A. Let's watch a short video



1. What kind of language expressions do you find from the video?
2. Mention those expressions you get.

#### B. Let's listen to the short conversation and try to fill in the blanks.

- Sam : Hello, what is your 1) \_\_\_\_\_ ?
- Jane : Hi, my name 2) \_\_\_\_\_ Jane. What's 3) \_\_\_\_\_ ?
- Sam : Sam.
- Jane : It's nice to 4) \_\_\_\_\_ you, Sam.
- Sam : 5) \_\_\_\_\_, you too.





## Vocabulary Building

A. Next, listen to the explanation about the expressions of Greetings, then classify those expressions based on the situation.



B. Now, try to listen the conversation among three people. Complete the blanks with correct answers.

- James : Good morning, Professor Austin. 1) \_\_\_\_\_.
- Prof. Austin : Good morning, James. 2) \_\_\_\_\_. And you?
- James : I'm great, thank you. This is my friend Emma. She is thinking about 3) \_\_\_\_\_ to this college. She has a few questions. Would you mind 4) \_\_\_\_\_ us about the process, please?
- Prof. Austin : Hello, Emma! It's a 5) \_\_\_\_\_ to meet you. I'm more than happy to speak with you. Please stop by my office 6) \_\_\_\_\_.
- Emma : It's a pleasure to meet you. Thank you so much for 7) \_\_\_\_\_ us.
- Prof. Austin : 8) \_\_\_\_\_. Hopefully, I will be able to answer your questions.



## Transfer

**A. Now, listen to the conversation between man and woman, identify the information, and choose the correct answer.**

1. What is the woman's name?  
A. Julie  
B. Jenny  
C. Jane
2. Where is the woman from originally?  
A. Argentina  
B. the United States  
C. Chile
3. About how old was the man when he returned to the United States?  
A. 7 years old  
B. 10 years old  
C. 17 years old
4. What is the man studying?  
A. physics  
B. biology  
C. psychology
5. What is the woman's job?  
A. sales representative  
B. computer programmer  
C. receptionist

**B. Listen to this conversation. Discuss with your partner the following questions.**

1. What are they talking about?
2. What is the man's name?
3. What is the woman's name?
4. What does the woman do?
5. What does the man do?

## Reinforcement

**Try to do this practice with your partner (pair-work). Listen to the conversation.**

1. How many people are in this conversation? Who are they?
2. What is the expression of greeting mentioned in this audio?
3. How are their relationships? Explain.

Name	Relationships
e.g. Johnny	's friend

4. How are their language expressions when they introduce their selves and others?
5. Where do you think the conversation take place?

## Appendix 10. References of Media

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